

MCDONALD ELEMENTARY

532 McDonald Road
Georgetown, South Carolina 29440

GRADES PK-5 Elementary School

ENROLLMENT 443 Students

PRINCIPAL Miriam R. Daniels 843-527-3485

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|------------------|-------------|----------------|----------------------|-----------------------|
| 3 | 17 | 59 | 24 | 1 |

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Excellent | N/A |
| 2002 | Average | Below Average | N/A |
| 2003 | Average | Below Average | No |
| 2004 | Average | Average | Yes |

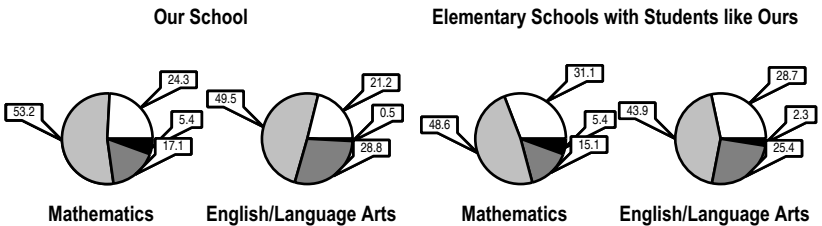
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 241 | 99.6 | 20.8 | 49.8 | 29.0 | 0.5 | 43.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 129 | 100.0 | 23.3 | 52.6 | 24.1 | 0.0 | 38.8 | | |
| Female | 112 | 99.1 | 18.1 | 46.7 | 34.3 | 1.0 | 48.6 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 63 | 98.4 | 11.9 | 42.4 | 45.8 | 0.0 | 62.7 | Yes | Yes |
| African-American | 173 | 100.0 | 23.6 | 53.5 | 22.3 | 0.6 | 35.7 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 186 | 100.0 | 14.5 | 49.1 | 35.8 | 0.6 | 53.8 | | |
| Disabled | 55 | 98.2 | 43.8 | 52.1 | 4.2 | 0.0 | 6.3 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 241 | 99.6 | 20.8 | 49.8 | 29.0 | 0.5 | 43.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 239 | 99.6 | 20.1 | 50.2 | 29.2 | 0.5 | 43.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 204 | 100.0 | 22.0 | 52.7 | 24.7 | 0.5 | 39.2 | Yes | Yes |
| Full-pay meals | 37 | 97.3 | 14.3 | 34.3 | 51.4 | 0.0 | 65.7 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 241 | 99.6 | 24.0 | 53.4 | 17.2 | 5.4 | 40.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 129 | 100.0 | 24.1 | 52.6 | 19.0 | 4.3 | 40.5 | | |
| Female | 112 | 99.1 | 23.8 | 54.3 | 15.2 | 6.7 | 41.0 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 63 | 98.4 | 10.2 | 54.2 | 23.7 | 11.9 | 54.2 | Yes | Yes |
| African-American | 173 | 100.0 | 28.7 | 53.5 | 14.6 | 3.2 | 35.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 186 | 100.0 | 13.3 | 59.5 | 20.2 | 6.9 | 47.4 | | |
| Disabled | 55 | 98.2 | 62.5 | 31.3 | 6.3 | 0.0 | 16.7 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 241 | 99.6 | 24.0 | 53.4 | 17.2 | 5.4 | 40.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 239 | 99.6 | 23.3 | 53.9 | 17.4 | 5.5 | 41.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 204 | 100.0 | 26.3 | 52.2 | 18.3 | 3.2 | 38.7 | Yes | Yes |
| Full-pay meals | 37 | 97.3 | 11.4 | 60.0 | 11.4 | 17.1 | 51.4 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|-----------------------|---------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 75 | 100.0 | 23.5 | 42.6 | 27.9 | 5.9 | 33.8 |
| | Grade 4 | 89 | 98.9 | 34.5 | 44.0 | 21.4 | N/A | 21.4 |
| | Grade 5 | 84 | 98.8 | 38.8 | 50.0 | 11.3 | N/A | 11.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 77 | 100.0 | 16.0 | 48.0 | 34.7 | 1.3 | 36.0 |
| | Grade 4 | 74 | 100.0 | 27.0 | 50.0 | 21.6 | 1.4 | 23.0 |
| | Grade 5 | 90 | 98.9 | 17.9 | 54.8 | 27.4 | N/A | 27.4 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 75 | 100.0 | 26.5 | 61.8 | 10.3 | 1.5 | 11.8 |
| | Grade 4 | 89 | 100.0 | 17.9 | 51.2 | 21.4 | 9.5 | 31.0 |
| | Grade 5 | 84 | 100.0 | 21.0 | 63.0 | 12.3 | 3.7 | 16.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 77 | 100.0 | 26.7 | 60.0 | 12.0 | 1.3 | 13.3 |
| | Grade 4 | 74 | 100.0 | 31.1 | 36.5 | 25.7 | 6.8 | 32.4 |
| | Grade 5 | 90 | 98.9 | 15.5 | 63.1 | 11.9 | 9.5 | 21.4 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 443) | | | | |
| First graders who attended full-day kindergarten | 98.5% | N/C | 100.0% | 100.0% |
| Retention rate | 3.1% | N/A | 3.5% | 2.7% |
| Attendance rate | 96.2% | Up from 95.5% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 12.1% | | 6.1% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 9.2% | | 5.2% | 3.5% |
| Eligible for gifted and talented | 11.4% | Down from 11.5% | 7.2% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 13.7% | Up from 12.5% | 8.8% | 8.2% |
| Older than usual for grade | 2.5% | Down from 3.4% | 2.1% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---|-----------|------------------|-----------|-----------|
| Teachers (n= 51) | | | | |
| Teachers with advanced degrees | 54.9% | Up from 42.3% | 47.8% | 51.4% |
| Continuing contract teachers | 98.0% | Up from 84.6% | 83.0% | 87.5% |
| Highly qualified teachers** | 92.3% | N/A | 94.4% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 93.3% | Up from 92.1% | 85.1% | 86.7% |
| Teacher attendance rate | 94.6% | Down from 95.6% | 94.8% | 94.9% |
| Average teacher salary | \$41,489 | Up 5.1% | \$40,141 | \$40,760 |
| Prof. development days/teacher | 17.1 days | Up from 8.2 days | 13.0 days | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.5 to 1 | Up from 11.1 to 1 | 17.6 to 1 | 18.9 to 1 |
| Prime instructional time | 89.6% | Down from 90.1% | 89.6% | 90.0% |
| Dollars spent per pupil* | \$8,932 | Down 2.5% | \$6,430 | \$6,044 |
| Percent of expenditures for teacher salaries* | 61.8% | Down from 63.9% | 64.9% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 95.3% | Down from 96.6% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 85.5% | 92.0% |
| Highly qualified teachers in high poverty schools** | 94.0% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The staff worked enthusiastically to provide challenging and collaborative learning opportunities for our students. Students were exposed to the South Carolina Learner Standards from the Georgetown County Teaching Learning System. Georgetown County School District implemented the Measures of Academic Progress (MAP) testing system, which helps teachers: monitor growth in student achievement over time; monitor the progress of all students toward state and district standards; and provide instructional focus. Grade level planning led to the development of integrated units of instruction that are based on standards rather than isolated skill objectives. All grades participated in Data Works to determine if instruction was on grade level and connected to the SC State Standards. Students identified as below basic, below grade level, and/or having classroom difficulties were issued an academic plan, given access to Wednesday's Retention Prevention Program (RPP) and Thursday's Progress on PACT (POP). Extended Year Program was held to improve students assessed below grade level in Math or Language Arts skills. We continued with LEAP Frog (Literacy Enhancement for Academic Progress), SOAR to Success Literacy, SC Reading Initiative strategies, Everyday Mathematics, daily math challenges on McTV, Math and Science Lab (MAST), Light Span, Computer Assisted Instruction Lab and diverse programs for Exceptional Children. McDonald hosts programs such as: Rotary Readers (which brings Rotary Club members into the classroom to read stories and share books), parent volunteers, community business partnerships, 4-H Programs, Teacher Cadets with GHS, Boy & Girl Scouts, Character Education in cooperation with the city of Georgetown (Character First), Habitat for Humanity, mental health counselor, St. Cyprian's Outreach Food Bank and Homework Center, Governor's Citizenship and Reading Initiative, March of Dimes, United Way and Ronald McDonald House Tab collection. We created our parenting room that contains information on parenting. Success Day was held at the end of each nine weeks grading period recognizing academics, attendance, attitude, citizenship, character, Accelerated Reader and Most Improved to give students incentives for learning.

McDonald Elementary School is a community of learning where we work with home and community to establish lifelong learners by nurturing, guiding, and challenging all of our students to achieve their maximum potential as productive citizens. We are developing our best resources... **OUR CHILDREN!**

Miriam R. S. Daniels, Principal
William J. Kennedy, Assistant Principal
Kara Merritt, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 54 | 81 | 62 |
| Percent satisfied with learning environment | 96.3% | 95.0% | 100.0% |
| Percent satisfied with social and physical environment | 90.7% | 93.8% | 91.8% |
| Percent satisfied with home-school relations | 56.6% | 93.8% | 93.3% |

*Only students at the highest elementary school grade level at this school and their parents were included.